

Report Cards/Profiles

The state must prepare annual report cards, also called school profiles, for parents and the public on the academic achievement of students at the state, district, and school building level. Report cards for the 2001-2002 and 2002-2003 school years have been compiled by the North Dakota Department of Public Instruction and are available on the department's website at : www.nd.gov/dpi

Districts must notify parents each year when the report card have been developed and provide an opportunity for parents to review the documents, if requested.

Notes on performance reporting:

Ensuring Student Anonymity

Federal law requires that no public report include information that might lead to the identification of an individual student.

To ensure student anonymity, information based on fewer than ten students is not published. If all students fall within the same achievement level, the information is reported as values that are relative to (< or >) an expected value. Information is omitted when it would allow the calculation of information pertaining to fewer than ten students.

Cautions on the Interpretation of Student Achievement Results

When properly reported and used, student achievement results can provide important information regarding how well students understand and perform against expected standards. This information can drive improvements in curriculum, instruction, and ultimately future student achievement.

Student achievement results are generated from the North Dakota State Assessments, including the standard assessments and alternate assessments for certain students with disabilities. An appropriately designed test with a sufficient number of test items provides a reasonable estimate of a student's true academic achievement within a given subject (i.e., reading, mathematics, science, or language arts).

The consistency or reliability with which we can measure student achievement is determined in large part by the number of high quality test questions used to measure the learning target. Therefore, measurement of learning targets at a finer grain than the overall subject area, such as at the standard or benchmark, will be less reliable than overall subject area judgments.

Care should be exercised in reviewing and using the information provided within these school, district, and state profile reports. The following comments characterize the relative accuracy of student achievement results reported at the subject level or at the standard- or benchmark-levels.

A. Subject-Level Student Achievement Results

These profile reports present overall student achievement within a given subject at the school building, school district, and state levels. Since overall student achievement at the subject level is determined by an appropriately designed test with a sufficient number of test items across the breadth of the subject, these results can be considered valid, reliable, and defensible. These data, preferably combined with other data or similar data from multiple years, can be used confidently for improvement efforts; however, these data should not be used to make high-stakes decisions about individual students.

B. Standard- and Benchmark-Level Student Achievement Results

These profile reports present student achievement for individual standards and benchmarks within a subject at the school building, school district, and state levels. Since individual standards- or benchmark-level achievement results are generated from fewer test items, users should not over-generalize the results from standards and benchmarks reports from any single assessment. These data are less reliable than overall results and might be best used to evaluate relative performance over time. These data are advisory and point to a need for additional assessment at the classroom level.